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ABSTRACT

This program, included in "Effective Reading Programs...," involves all 200 black and white pupils in kindergarten through grade 6 in this small city school. The program has several components: a free-reading period held for 20 minutes each day, a library program, and a reading plan which combines three programs into one. The three reading-plan programs are: the Wisconsin Design for Reading Skill Development, used for one 25-minute period each day to accomplish diagnostic-prescriptive techniques; basic reading, used for one hour a day at the primary level and two to three periods a week at the intermediate level; and individualized reading, offered for one hour each day. An additional component uses parents and community volunteers to tutor students on a one-to-one basis three times a week. The program emphasizes staff and parent development. Monthly inservice meetings for teachers are coordinated with evening meetings for parents at which some of the same speakers and consultants are used. Parent teas are held weekly to discuss issues in the reading program. (WR/AIR)

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THE MCKINLEY SCHOOL RIGHT TO READ FEDERAL PROJECT

McKinley School was selected in January, 1972 as a demonstration school for the Federal Right to Read Project. The goal of the overall Right to Read Program is to assure that by 1980 99% of the people in the United States 16 years old, and 90% of those over 16 shall be functually literate.

McKinley School has had many visitors the past two years not only from schools in the surrounding area and state but also from schools representative of a wide part of the country. The school has received many requests concerning information about its unique program from almost every state in the United States and several foreign countries. The program has been described in a number of educational publications including that of the International Reading Association. Slides and tapes have been prepared describing the McKinley Program which are available from the State Department of Education, Topeka, Kansas, Right to Read Office, Washington, D. C., and McKinley School.

Dr. Ruth Love Holloway is the National Right to Read Director; Mrs. Mary Jean LeTendre is Program Office in Washington, D. C. and is McKinley's direct contact to the Right to Read Office; Miss Beth Moore, Southern Methodist University, Dallas, Texas is the technical assistant assigned to the McKinley Project.

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The McKinley Right to Read Project was funded with a provision that training of teachers was an important part of the work in extending adequate reading skills to all children. Many workshops have been held the past two and a half years for all elementary teachers in the Parsons Schools involving all

phases of reading as well as the use of varied instructional approaches and techniques. Consultants for the workshops have been recruited from colleges and universities throughout the United States. College classes have also been presented as a part of the Right to Read Project.

The library program is an important part of the program. Activities with students include discussion of books, supervision of reference reading, stimulation of recreational reading, guidance in raising tastes to higher levels, and the extension of interests to a greater variety of subjects and literary types. The Summer Library Program is extended to all students in the Parsons community. The library, open from 8:00 a.m. to 4:00 p.m. five days a week, provides individual help and interest in reading to all elementary students in Parsons. Students are free to come and go as they wish. They participate in an individualized library program in a relaxed atmosphere which is conducive to creating interest in reading.

Individualized reading programs, using a wide variety of materials, are offered to students throughout the school including two classes of Special Education. In the individualized program each teacher maintains a large chart in the classroom listing various reading activities. The students selects his reading activities from the chart but the teacher may, in the conference, assign other activities in order to give the student a broader experience. Activities may include such things as: two Barnell Loft stories, one SRA story, one play written and produced by the student, two library books shared with the librarian. Activities are color coded and each student maintains a record of his accomplishments on graph paper charts which are posted in the classroom near the individualized reading chart. The teacher also keeps an

an individualized reading folder for each student. Conferences are held with each student two times per week. Large, four by six foot charts, are placed outside each classroom door showing the individualized program in pictorial or graphic form. At the completion of ten activities the student is awarded a certificate by the librarian, since the librarian, also, is involved in the individualized program. This certificate contains the signatures of the classroom teacher, reading teacher, librarian, principal, and central office administrators. A polaroid picture is added to the certificate; for additional awards different colored certificates are issued and gold stars are affixed. Inaddition the student receives a free paperback book from the librarian for each ten activities which are completed. These awards serve as excellent motivating devices and McKinley students read as never before. The librarian continues the individualized reading program with different activities in the summer program. Student participation and enthusiasm is high for the entire summer.

Teachers devote approximately one hour per day for individualized reading; primary teachers instruct in the basic reading program, "Scott Foresman Systems" and "Programmed Reading" at another period each day. Intermediate teachers devote an additional two to three periods per week to basic reading.

McKinley's reading plan combines three programs into one in order to give the student opportunity for a more complete program: individualized reading, basic reading, and the Wiconsin Design for Reading Skill Development.

Diagnostic-prescriptive techniques are accomplished through the use of the "Wisconsin Design for Reading Skill Development." All students, including

several from kindergarten participate in the twenty-five minute word attack and study skills period each day. Comprehension skills will be introduced this fall to all students.

"Reading Is Fun For Everyone" is a twenty minute period each day when the entire school, including students, teachers, principal, custodian, secretary, aides and others enjoy reading for pleasure. Teachers demonstrate their enjoyment of reading to the student as they participate in the program. Time actually seems to stop as everyone reads. Visitors to the building are encouraged to select some reading material from a rack in the hall and to be seated. The sign about the "Reading Is Fun For Everyone" period is placed in the front entrance to the building with the closing words stating, "We're all reading; we'll see you a 9:30 a.m. Thank you for waiting." The "Reading Is Fun For Everyone" period is proving to be one of the most enjoyable times of the day for all who are involved.

Involvement of parents include afternoon teas and evening meetings. Parents of students in each classroom are scheduled for tea on Tuesday afternoons. They are given the opportunity to learn about the reading program of the school and to share or to discuss information concerning it. Evening meeting for parents, held once a month, provide speakers and leaders who serve as instructors or consultants. Free paperback books are given to parents as door prizes at the meetings.

Parents and other members of the community volunteer their time to the school by assisting in the individualized reading program and by assisting with informational meeting of clubs and other groups. A workshop was held this spring

under the direction of Wichita State University where tutors were trained in the use of the "Brigham Young University Press Tutorial Program," a program which provides for pretesting and follow-up instruction in reading skills; parents and members of the community work on a one-to-one basis three times a week with students. Tutors are trained to keep precise records of the students' progress, Some of the records include: Profile Sheets, Learning Gains Summary, Pre-test, Post-test, and and Daily Log. The "Brigham Young Program" frees the classroom teacher from selecting materials for the tutor to use yet permits him to offer help to the student which is personal and different from that used in the classroom.

All federally funded programs must have evaluation components. The purpose of the Right to Read Evaluation is to assess the progress of individual programs and of the nationwide effort. Each stage of McKinley's project has been carefully evaluated; pre and post testing has been done measuring students at each stage of their reading development and with all reading related activities. Evaluation is designed so that there will be program comparability in order to mutually reinforce one another and to provide the Right to Read National Office with information on those elements that are crucial to project success. McKinley's students have demonstrated remarkable growth in reading achievement during the past two years. McKinley was asked to submit all evaluation information this spring not only to the Washington Right to Read Office but to the American Institute of Research at Palo Alto, California. This research institute is involved with the selection of twenty-five outstanding reading programs in the United States and McKinley School was selected as one of several reading programs to submit data.

Interest in reading is high in McKinley. Visitors to the building note large welcoming banners in the front hall proclaiming the reading program, "Welcome to Our Forest of Reading". Large trees with books and other reading materials make up the forest. Bulletin boards and mobiles are found in the hallways, all demonstrating the students' interest in reading. Each classroom has a reading interest center; a reading center may be made of a large tree under which students may sit to read, a bathtub, an Indian Tepee, a desert island, a reading garden, a wishing well, etc. Students' pictures and information about them are featured attractions in the hallways. Two bulletin boards are located in the lower hall of the school, one for primary and one for intermediate. News flyers are sent home to all parents giving information about the honored students as a part of the school-parent communication program. Each classroom also maintains a self-image bulletin board. These students are given extra responsibilities as a part of the program.

All the reading efforts at McKinley and spiraling out in an ever widening circle to include many other schools are directed toward the Right to Read target for the seventies. As U.S. Commissioner of Education, James E. Allen, has so aptly stated, "It is inexcusable that in this day when man has achieved such giant steps in the development of his potential many of his accomplishments approach the miraculous, there still should be those who do not learn to read...". McKinley School is excited about the promise of Right to Read for its students, the promise of assuring that the "Right to Read shall be a reality for all."

Right 2 Read

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The main entrance hall to McKinley School

McKINLEY SCHOOL was selected in January, 1972 to participate in a national project designed to develop ways to provide every American with the "Right to Read." The McKinley Program is offered to approximately 200 students, a large number of whom are socio-economically deprived; 35% are black and 65% are white.

THE LIBRARY is an important part of the program. Activities with students include discussion of books, supervision of reference reading, stimulation of recreational reading, guidance in raising tastes to higher levels, and the extension of interests to a greater variety of subjects and literary types. The Summer library program is extended to all students in the Parsons community. The library, open from 8:00 to 4:00 p.m. five days a week, provides individual help and interest in reading. Students are free to come and go as they wish; they participate in a unique individualized library reading program in a relaxed atmosphere which is conducive to creating interest in reading.

INDIVIDUALIZED READING PROGRAMS, using a wide variety of materials, are offered to students from grades one through six, including two classes of Special Education. Free paperbacks and certificates are given to students on completion of a number of goals in the individualized program. Students also receive free paperbacks as a part of the "Reading Is Fundamental" program, Smithsonian Institution, Washington, D. C.

Individualized Reading
Teacher-Pupil Conference

PARENTS ARE INVOLVED through attendance at afternoon teas and evening meetings. Parents of students in each classroom are scheduled for tea on Tuesday afternoons. They are given the opportunity to learn about the reading program of the school and to share or to discuss information concerning it. Evening meetings for parents, held once a month, provide speakers and leaders who serve as instructors or consultants. Books and other materials are given and also loaned to parents.

PARENTS AND OTHER MEMBERS OF THE COMMUNITY volunteer their time to the school by assisting in the individualized reading program and by helping with the informational meetings of clubs and other groups. A workshop was held in March where tutors were trained in the use of the "Brigham Young University Press Tutorial Program," a program which provides for pre-testing and follow-up instruction in reading skills; tutors work on a one-to-one basis three times a week with students. Tutors are trained to keep precise records of the students' progress. Some of the records include: Profile Sheets, Learning Gains Summary, Pre-Test, Post-test, and Daily Log. The "Brigham Young Program" frees the classroom teacher from selecting materials for the tutor to use yet permits the tutor to offer help to the student which is personal and different from that used in the classroom.

COORDINATION OF RESOURCES is accomplished through the use of tutors from the High School Title III program, the Career Opportunities Program, (teacher aides), the Title I Reading Specialist, the Title II Library Program, and the Title III Instructional Television Studio.

DIAGNOSTIC-PRESCRIPTIVE TECHNIQUES are accomplished through the use of "The Wisconsin Design For Reading Skill Development." All students, including several from kindergarten, participate in the twenty-five minute period each day which includes word attack and study skills; comprehension skills will be added in the fall.

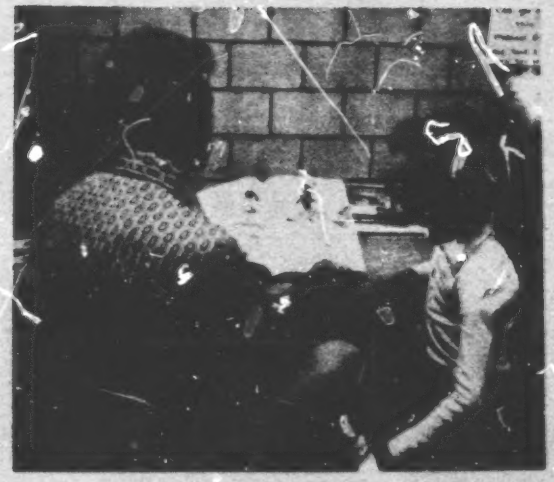
IN-SERVICE TRAINING is held at regular intervals throughout the school year for teachers and aides. Instructors for the workshops are leaders and educators in the field of reading and related fields. Consultants have been recruited from various universities throughout the United States.

In-service Training with Dr. James Fisher, Wichita State University

"READING IS FUN FOR EVERYONE" is a twenty minute period each day when the entire school - including students, teachers, principal, custodian, clerks, aides, and others - enjoys reading for pleasure. Teachers demonstrate their enjoyment of reading to the students as they participate in the program. Time actually seems to stop as everyone reads. Visitors to the building are encouraged to select some reading material from a rack in the hall and to be seated. The sign about the "Reading Is Fun For Everyone" period is placed in the front entrance to the building with the closing words stating, "We're all reading; we'll see you at 9:30 a.m. Thank you for waiting." The "Reading Is Fun" period is proving to be one of the most enjoyable times of the day for all who are involved.

Reading Is Fun For Everyone

Wisconsin Design Skill Group



Volunteer Tutor

Library

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McKinley Elementary School
Right To Read
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